

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Sheridan County School District # 1

Program Name	Sheridan County School District #1 Virtual School	Content Area	SS
Course ID	AC04053	Grade Level	10 - 12
Course Name	World History II	# of Credits	0.5
SCED Code	04053	Curriculum Type	Acellus

### COURSE DESCRIPTION

Acellus World History II Plus examines world civilizations from 1200 AD to the present. Course topics include: Asian Empires 1200 – 1800, Renaissance and Reformation 1300 – 1650, Exploration and Expansion 1400 – 1700, Enlightenment and Historic Revolutions 1550 – 1800, European Monarchs 1500 – 1800, Industrialization and Nationalism 1700 – 1900, World War I: 1914 – 1918, Post WWI and Through World War II: 1919 – 1945, Contemporary Issues: 1945 – Present. Acellus World History II is A-G Approved through the University of California.

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK <a href="#">(Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
SS12.1.1	Analyze unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.
SS12.1.2	Explain and/or demonstrate how to participate in the political process and form personal opinions.
SS12.1.3	Analyze the historical development of the United States Constitution and treaties and how it has shaped the United States and Wyoming Government (tribal, local, state, federal).
SS12.1.6	Compare and contrast various world political systems (e.g., ideologies, structure, and institutions) with that of the United States.
SS12.2.1	Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events.
SS12.2.2	Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.
SS12.2.4	Analyze and critique the conflicts resulting from cultural assimilation and cultural preservation in Wyoming, the United States, and the World (e.g., racial, ethnic, social, and institutional).
SS12.3.1	Analyze the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed.
SS12.3.2	Analyze and evaluate how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., capitalism, communism, and socialism).
SS12.3.3	Analyze and evaluate the impact of current and emerging technologies at the micro and macroeconomic levels (e.g., jobs, education, trade, and infrastructure) and their impact on global economic interdependence.
SS12.4.1	Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.
SS12.4.2	Analyze the development and impact of tools and technology and how it shaped history and influenced the modern world.
SS12.4.3	Given a significant current event, critique the actions of the people or groups involved; hypothesize how this event would have played out in another country.

SS12.4.4	Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events.
SS12.4.5	Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.
SS12.5.1	Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographic data to demonstrate an understanding of global patterns and interconnectedness.
SS12.5.2	Describe regionalization and analyze how physical characteristics distinguish a place, influence human trends, political and economic development, and solve immediate and long-range problems.
SS12.5.3	Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and technology affect humans' sense of place.
SS12.6.1	Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem.
SS12.6.2	Assess the extent to which the reasoning and evidence in a text supports the author's claims.
SS12.6.3	Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media).

#### SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1 – Asian Empires 1200-1800	SS12.2.1, SS12.2.2, SS12.2.4, SS12.4.1, SS12.4.2, SS12.4.4, SS12.4.5, SS12.5.1, SS12.5.2, SS12.5.3, SS12.6.1, SS12.6.3	In this unit students are introduced to World History II and learn about the Ottoman Empire, the Safavids or Shia Muslims, and the Mughal Empire in India. They also learn about the rise of the Ming and Qing Dynasties in China, feudal Japan and Korea, and exploration and culture in Asia.
Unit 2 – Renaissance and Reformation 1300-1650	SS12.2.1, SS12.2.2, SS12.2.4, SS12.4.1, SS12.4.2, SS12.4.4, SS12.4.5, SS12.5.1, SS12.5.2, SS12.5.3, SS12.6.1, SS12.6.2, SS12.6.3	In this unit students learn about the Crusades, the Black Death, the Magna Carta, the end of the Middle Ages and Humanism. They also learn about Secularism, Gutenberg and the printing press, authors and philosophy of the Renaissance, Martin Luther and the 95 Theses, the Counter-Reformation, and the spread of information.
Unit 3 – Exploration and Expansion 1400-1700	SS12.2.1, SS12.2.2, SS12.2.4, SS12.3.1, SS12.3.2, SS12.4.1, SS12.4.2, SS12.4.4, SS12.4.5, SS12.5.1, SS12.5.2, SS12.5.3, SS12.6.1, SS12.6.3	In this unit students examine a political world map and learn about why people explored, explorers from Portugal and Spain, other European explorers, and the conquest and colonization of the Americas. They also learn about the Columbian Exchange, mercantilism, capitalism, the Middle Passage – otherwise known as the Slave Trade -- and the effects of exploration, including disease and commerce.

Unit 4 – Enlightenment	SS12.2.1, SS12.2.2, SS12.2.4, SS12.4.1, SS12.4.2, SS12.4.4, SS12.4.5, SS12.5.1, SS12.5.2, SS12.5.3, SS12.6.1, SS12.6.3	In this unit students learn about the scientific revolution; geocentric theory versus the scientific method; Hobbes, Locke, Rousseau, and Montesquieu; and enlightenment. They also learn about social issues and the spread of enlightenment ideas; the American Revolution; causes of the French Revolution; governments of revolutionary France; and the rise and fall of Napoleon.
Unit 5 – Historic Revolutions I	SS12.1.1, SS12.1.2, SS12.1.3, SS12.1.6, SS12.2.1, SS12.2.2, SS12.2.4, SS12.3.2, SS12.4.1, SS12.4.2, SS12.4.4, SS12.4.5, SS12.5.1, SS12.5.2, SS12.5.3, SS12.6.1, SS12.6.3	In this unit students study historic revolutions. They learn about the American Revolution; the tension between the Colonies and England; the writing and signing of the Declaration of Independence; the origins of the Constitution; and the Bill of Rights. They also learn about the causes of the French Revolution; governments of revolutionary France; and the rise and fall of Napoleon.
Unit 6 – Historic Revolutions II	SS12.1.6, SS12.2.1, SS12.2.2, SS12.2.4, SS12.3.2, SS12.4.1, SS12.4.2, SS12.4.4, SS12.4.5, SS12.5.1, SS12.5.2, SS12.5.3, SS12.6.1, SS12.6.3	In this unit students continue to study influential revolutions around the world. They learn about China and their shift to Communism and South Asia's revolution for independence. They also learn about Mohandas Ghandi; and the struggle that eventually led to the establishment of the Jewish state, Israel.
Unit 7 – European Monarchs 1500-1800	SS12.1.6, SS12.2.1, SS12.2.2, SS12.2.4, SS12.4.1, SS12.4.2, SS12.4.4, SS12.4.5, SS12.5.1, SS12.5.2, SS12.5.3, SS12.6.1, SS12.6.3	In this unit students learn about Spain and France's absolute monarchs; Spanish conflicts with England; and England's monarchs and parliament. They also learn about the Russian rulers Ivan, Peter, and Catherine; and the Thirty Years' War.
Unit 8 – Industrialization and Nationalism 1700-1900	SS12.2.1, SS12.2.2, SS12.2.4, SS12.3.1, SS12.3.2, SS12.4.1, SS12.4.2, SS12.4.4, SS12.4.5, SS12.5.1, SS12.5.2, SS12.5.3, SS12.6.1, SS12.6.3	In this unit students learn about the industrial revolution, the factory, factory workers, Laissez-Faire economics, technological and human achievements, and reform and revolution movements. They also learn about how nationalism in Europe shifted the balance of power, and the Age of Imperialism.
Unit 9 – World War I: 1914-1918	SS12.2.1, SS12.2.2, SS12.2.4, SS12.4.1, SS12.4.2, SS12.4.4, SS12.4.5, SS12.5.1, SS12.5.2, SS12.5.3, SS12.6.1, SS12.6.3	In this unit students learn about the causes of World War I – also known as The Great War, trench warfare and weaponry, and how war was redefined. They also learn about the role of Russia and the Revolution, the United States and World War I, and the cost of peace.
Unit 10 – Post World War I through World War II: 1919-1945	SS12.2.1, SS12.2.2, SS12.2.4, SS12.3.2, SS12.4.1, SS12.4.2, SS12.4.3, SS12.4.4, SS12.4.5, SS12.5.1, SS12.5.2, SS12.5.3, SS12.6.1, SS12.6.3	In this unit students learn about conflict in Asia and Africa; the worldwide Great Depression; and Japanese imperialism. They also learn about the rise of the dictators Mussolini, Stalin, and Hitler; the causes of World War II; the Axis Powers; the response of the Allies; war in the Pacific; the Holocaust; Nazi anti-semitism; the end of World War II – the Battle of the Bulge and Hiroshima; and the results of World War II.

Unit 11 – Contemporary Issues: 1945 – Present	SS12.2.1, SS12.2.2, SS12.2.4, SS12.3.1, SS12.3.2, SS12.3.3, SS12.4.1, SS12.4.2, SS12.4.3, SS12.4.4, SS12.4.5, SS12.5.1, SS12.5.2, SS12.5.3, SS12.6.1, SS12.6.3	In this unit students learn about the causes of the Cold War; the Korean War; the nuclear arms race; Glasnost, perestroika, and the breakup of the Soviet Union. They also learn about the Vietnam War; Communist China; the struggle for freedom in Africa; the Suez Canal and Pan-Arabism; Middle East conflicts; modern conflicts; and the Taliban and Islamic extremists. In addition, they learn about the rise of modern dictatorships; causes of terrorism such as politics and religion, and what we can do about terrorism; economics – trade, commerce, and interdependence; and current and future implications of the Age of Information.
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